Unit F

Technology (Specialty)

Learning Plans

Telecommunications

Web Pages

Ergonomics

Calendar

Checklists

Multi-media Applications

Function Errors

Customize Software

Advance File Maintenance

Computer Problems

Computer Care

Internet

Electronic Bulletin Board

Image Scanner

Import from CD-ROM

Create Calendar

Multipart Documents

Why This Skill Is Important

Communication can occur using a variety of mediums. You need to become familiar with the different methods of communications to succeed in the information/technology society of today.

Related Wisconsin Model Academic Standards for Business

B.12.2, B.12.16, and B.12.18-20

Competency 1

Recognize errors or inefficiencies in technological functions

Linked Core Abilities

A. Demonstrate basic academic skills
C. Apply critical thinking and information processing skills
D. Relate to the complex interrelationships of systems
E. Work with a variety of technologies

Performance Standards

Criteria—When your performance will be acceptable:

☐ you apply procedures used to restart and recover from a system failure

☐ you identify procedures to use when a computer virus is detected

☐ you follow security plans for information systems

☐ you identify disaster prevention and recovery procedures

Conditions—How you will be evaluated:

☐ in the workplace or the school setting

Competency 2

Access an electronic bulletin board

Linked Core Abilities

A. Demonstrate basic academic skills
C. Apply critical thinking and information processing skills
E. Work with a variety of technologies

Performance Standards

Criteria—When your performance will be acceptable:

☐ you download authorized software, according to established guidelines

☐ you make connection with appropriate bulletin board service

☐ you make connection with appropriate authorization

Conditions—How you will be evaluated:

☐ in the workplace and/or in the classroom

Learning Activities

_____ 1. Define telecommunications.

_____ 2. Process electronic mail messages to/from employers.

_____ 3. Send and receive fax documents to/from employers.

_____ 4. Listen to speaker who uses several forms of technology for communications.

_____ 5. Discuss the importance of confidentiality as it relates to faxes, voice mail, and electronic mail.

_____ 6. Report regularly to the employer using electronic mail.

_____ 7. Critique the effectiveness and appropriateness of the application of domestic mail in terms of cost and time.

_____ 8. Identify when conference calls are appropriate and not appropriate.

_____ 9. Participate in a conference call between at least three parties.

_____10. Evaluate the effectiveness of voice mail.

_____11. Identify valid instances of when to use voice mail.

_____12. Interview an expert on electronic mail.

_____13. Use an Internet bulletin board to leave a message.

_____14. Keep a journal listing when and why a certain technology was used.

_____15. Use proper etiquette for all telecommunications.

_____16. Compare methods of communication technologies available at the work site.

_____17. Leave and receive voice mail messages.

_____18. Participate in discussion of what efficient telecommunication methods to use in particular situations.

_____19. Identify types of communication technology used at the work site.

_____20. Download e-mail attachments.

_____21. Brainstorm ways to handle telecommunication problems.

Why This Skill Is Important

The purpose of this unit is to assist you in creating web pages. You will evaluate, create, and design a purposeful web page. This learning plan addresses three competencies.

Related Wisconsin Model Academic Standards for Business

B.12.1, B.12.4, B.12.5, B.12.10, B.12.14, B.12.19, B.BS.9, and B.BS.12

Competency 1

Demonstrate multi-media applications

Linked Core Abilities

A. Demonstrate basic academic skills
B. Use effective personal and interpersonal skills
C. Apply critical thinking and information processing skills
D. Relate to the complex interrelationships of systems
E. Work with a variety of technologies

Performance Standards

Criteria—When your performance will be acceptable:

☐ you create a linear presentation using technology

☐ you create a non-linear presentation using technology

☐ you incorporate audio, video, text, and graphics in presentation

☐ you make a presentation to an audience using a multi-media product

☐ you transfer multi-media presentation to video

☐ you use appropriate public speaking skills during presentation

Conditions—How you will be evaluated:

☐ in the workplace or classroom

☐ for special purpose for using multi-media application(s) is appropriate

Competency 2

Use image scanners to input data

Linked Core Abilities

C. Apply critical thinking and information processing skills
D. Relate to the complex interrelationships of systems
E. Work with a variety of technologies

Performance Standards

Criteria—When your performance will be acceptable:

☐ you electronically scan text/graphics following established procedures

☐ scanned material is accurately inserted into a specified location

☐ scanned material is edited and free of errors

☐ scanned material is saved in an appropriate directory under an appropriate file name

Conditions—How you will be evaluated:

☐ in the workplace or classroom

Competency 3

Import files or images from CD-ROM

Linked Core Abilities

A. Demonstrate basic academic skills
C. Apply critical thinking and information processing skills
D. Relate to the complex interrelationships of systems
E. Work with a variety of technologies

Performance Standards

Criteria—When your performance will be acceptable:

☐ you import graphic from clip art CD-ROM file into a desktop publishing document

☐ you crop and/or resize image imported from CD-ROM

☐ you identify source drive of CD-ROM

Conditions—How you will be evaluated:

☐ in the workplace or using a simulated business situation

Learning Activities

_____ 1. View several web pages.

_____ 2. Discuss components of a good web page (i.e., purpose, background, color, graphics, hyperlinks, download time).

_____ 3. Define the users and information they are likely to need or want from a web site.

_____ 4. Discuss structure components of a good web page (logic of ease and use).

_____ 5. Identify the basic components of web design software.

_____ 6. Create linked and orphan pages.

_____ 7. Create and import backgrounds or use a template (theme).

_____ 8. Insert text and format.

_____ 9. Insert images and edit.

_____ 10. Copy images from the Internet.

_____ 11. Create hyperlinks with text and images.

_____ 12. Create hyperlinks using hotspots.

_____ 13. Create hyperlinks for e-mail.

_____ 14. Create hyperlinks for bookmarks.

_____ 15. Insert tables and edit (i.e., background, borders, merging cells, splitting cells).

_____ 16. Insert frame pages.

_____ 17. Scan pictures to insert into a web page.

_____ 18. Insert active elements: marquee, hover button, hit counter, search form, etc.

_____ 19. Design and create a multi-page web that includes home plus linked pages, a frames page, images, hyperlinks (text, image, hotspot, e-mail, bookmark), background, table, and active elements.

Why This Skill Is Important

Reducing or preventing injuries in the workplace help to keep expenses down for a business. In this unit you describe safety and security procedures for an office. You will also create a security policy for the high school office, design an office which will include ergonomically correct equipment and environment, and outline procedures for safety and security.

Related Wisconsin Model Academic Standards for Business

A.12.1, A.12.3, A.12.20, A.BS.5-6, A.BS.12, B.12.1, B.12.14, J.12.5-6

Learning Activities

_____ 1. Define ergonomics and it's importance to the worker.

_____ 2. Identify safety issues that should be addressed for the well-being and health of office workers.

_____ 3. Search the Internet for OSHA standards of safety for the office workplace.

_____ 4. Tour the high school office and create a list of common workplace equipment and materials; note the arrangement of the office and determine security procedures.

_____ 5. Evaluate the offices toured using OSHA standards; research to determine if the equipment, technology systems, security procedures and lighting are efficient and safe.

_____ 6. Prepare a report on the results of your study of the high school office that identifies good workplace practices; make any suggestions you feel would improve the office.

_____ 7. Design an office for a business to meet safety and security practices and OSHA regulations.

_____ 8. Select office equipment and materials from office catalogs, Internet and visits to office supply stores.

_____ 9. Create a database that includes vendor and data.

_____10. Create and present a slide presentation for the office design including prices, floor plan, and safety and security features.

Why This Skill Is Important

Organizational skills are a must in order to succeed in both the business world and in your personal life. The activities listed below assist students in creating and maintaining a calendar to reinforce the importance of organizational skills.

Related Wisconsin Model Academic Standards for Business

B.12.10, B.12.13, B.12.19, B.12.20, B.BS.4

Competency

Create a computer-generated calendar

Linked Core Abilities

A. Demonstrate basic academic skills
B. Use effective personal and interpersonal skills
C. Apply critical thinking and information processing skills
D. Relate to the complex interrelationships of systems
E. Work with a variety of technologies

Performance Standards

Criteria—When your performance will be acceptable:

☐ you use calendar software package to create a weekly calendar

☐ you use calendar software package to create a monthly calendar

☐ you schedule appointments using calendar software

☐ you revise schedule as needed

☐ calendars contain complete information

☐ calendars contain accurate information

☐ you print calendar

Conditions—How you will be evaluated:

☐ in the workplace or using simulated business situations

Learning Activities

_____ 1. Create and maintain a personal weekly calendar using calendar software.

_____ 2. Create and maintain a personal monthly calendar using calendar software.

_____ 3. Scan graphics to personalize calendar; insert scanned graphics into calendar.

_____ 4. Import graphics from other software programs to personalize calendar.

_____ 5. Revise schedule.

_____ 6. Print calendar.

_____ 7. Visit an office that uses appointment-scheduling software and observe scheduling process.

_____ 8. Schedule an appointment while visiting office that uses appointment-scheduling software.

_____ 9. Visit district office and learn how the master school calendar is maintained.

_____10. Listen to district athletic director speak on scheduling athletic events.

_____11. Observe elementary parent/teacher scheduling meeting.

Competency

Demonstrate multi-media applications

Linked Core Abilities

Demonstrate basic academic skills
Use effective personal and interpersonal skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

After you have gained some proficiency in using a variety of media, you will
have an opportunity to use some of these skills in preparing a multi-media
presentation(s) in the workplace and/or in the classroom. Your competence
will be assessed by your supervisor and/or your instructor. Carefully
review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met
and checked "yes," unless the criterion was not demonstrated during this
performance.

Scoring Guide

Criteria	Rating	Comments
1 you create a linear presentation using technology	yes no not observed	
2 you create a non-linear presentation using technology	yes no not observed	
3 you incorporate audio, video, text, and graphics in presentation	yes no not observed	
4 you make a presentation to an audience using a multi-media product	yes no not observed	
5 you transfer multi-media presentation to video	yes no not observed	
6 you use appropriate public speaking skills during presentation	yes no not observed	
7 you select appropriate equipment for the presentation (Core Ability)	yes no not observed	
8 you effectively communicate thoughts, ideas, information, and messages in presentation (Core Ability)	yes no not observed	
9 you organize ideas (Core Ability)	yes no not observed	

Competency

Recognize errors or inefficiencies in technological functions

Linked Core Abilities

Demonstrate basic academic skills
Use effective personal and interpersonal skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

After you have been shown the types of function errors that can occur when using various technologies, you will be expected to identify such errors when they occur in the workplace and/or in your school. Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating			Comments
1 you apply procedures used to restart and recover from a system failure	yes	no	not observed	
2 you identify procedures to use when a computer virus is detected	yes	no	not observed	
3 you follow security plans for information systems	yes	no	not observed	
4 you identify disaster prevention and recovery procedures	yes	no	not observed	
5 you recognize problems and problem situations (Core Ability)	yes	no	not observed	
6 you propose plans of action to solve problems (Core Ability)	yes	no	not observed	
7 you operate effectively with a variety of systems (Core Ability)	yes	no	not observed	

Competency

Customize software applications

Linked Core Abilities

Demonstrate basic academic skills
Use effective personal and interpersonal skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

After you have gained some proficiency in the use of various software programs, you will be asked to customize a software application(s) in the workplace and/or in the classroom. Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating	Comments
1 you create a template for use of multiple records	yes no not observed	
2 you create macros	yes no not observed	
3 you adjust defaults of software program to meet different needs	yes no not observed	
4 you create documents to meet a specific need (Core Ability)	yes no not observed	
5 you select appropriate resources for a task (Core Ability)	yes no not observed	
6 you generate new and/or creative ideas (Core Ability)	yes no not observed	

Competency

Perform advance file maintenance, such as expanding and compressing files

Linked Core Abilities

Demonstrate basic academic skills
Use effective personal and interpersonal skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

After you have gained considerable proficiency in the use of computer
software, you will be asked to perform advanced file maintenance, such as
expanding and compressing files. You will be expected to perform these
functions in the workplace and/or in the classroom. Your competence will
be assessed by your supervisor and/or your instructor. Carefully review the
checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met
and checked "yes," unless the criterion was not demonstrated during this
performance.

Scoring Guide

Criteria	Rating	Comments
1 you recognize file formats	yes no not observed	
2 you save graphic files on appropriate medium	yes no not observed	
3 you perform file compression	yes no not observed	
4 you create subdirectories	yes no not observed	
5 you organize and maintain information (Core Ability)	yes no not observed	
6 you use proper procedures when working with a technology (Core Ability)	yes no not observed	

Competency

Solve problems related to the operation of computer equipment

Linked Core Abilities

Demonstrate basic academic skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

As your skill increases, you will be expected to solve problems related to the operation of computer equipment. This skill will be demonstrated in the workplace and/or in a simulated situation when an equipment malfunction exists. Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating	Comments
1 you unjam paper in printer	yes no not observed	
2 you recognize need for new printer ribbon or toner cartridge	yes no not observed	
3 you hook up cables for keyboard, mouse, and/or monitor to processor unit	yes no not observed	
4 you hook up printer cable to computer	yes no not observed	
5 you use monitor controls to correct vertical/ horizontal scrolling	yes no not observed	
6 you use monitor controls to correct screen intensity	yes no not observed	
7 you attend to messages and other cues by responding appropriately (Core Ability)	yes no not observed	
8 you propose plan of action to solve problems (Core Ability)	yes no not observed	

Competency

Suggest a program for care of computer equipment

Linked Core Abilities

Demonstrate basic academic skills
Apply critical thinking and information processing skills
Use effective personal and interpersonal skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

As your skill increases, you will be expected to recommend methods to assure the proper care of computer equipment. This skill will be demonstrated in the workplace and/or in a simulated situation. Your recommendations will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating	Comments
1 you identify virus scan programs	yes no not observed	
2 you identify use of utility programs	yes no not observed	
3 you identify procedures used to restart and recover from a system failure	yes no not observed	
4 you recognize potential problems and problem situations (Core Ability)	yes no not observed	
5 you use the proper procedures when working with a technology (Core Ability)	yes no not observed	

Competency

Use the Internet to obtain information

Linked Core Abilities

Demonstrate basic academic skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

In the workplace and/or your classroom, you will be expected to obtain information through use of the internet. Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating			Comments
1 you conduct key-word search for relevant information following established procedures	yes	no	not observed	
2 you save and print Internet information according to established procedures	yes	no	not observed	
3 you appropriately cite sources obtained through Internet	yes	no	not observed	
4 you utilize bookmarks following established procedures	yes	no	not observed	
5 you communicate information using a computer (Core Ability)	yes	no	not observed	
6 you locate written information (Core Ability)	yes	no	not observed	

Competency

Access an electronic bulletin board

Linked Core Abilities

Demonstrate basic academic skills
Apply critical thinking and information processing skills
Work with a variety of technologies

Directions

In the workplace and/or your classroom, you will be expected to access an electronic bulletin board. Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating	Comments
1 you download authorized software, according to established guidelines	yes no not observed	
2 you make connection with appropriate bulletin board service	yes no not observed	
3 you make connection with appropriate authorization	yes no not observed	
4 you locate written information (Core Ability)	yes no not observed	
5 you communicate information using a computer (Core Ability)	yes no not observed	

Competency

Use image scanners to input data

Linked Core Abilities

Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

In the workplace and/or your classroom, you will be expected to input data using image scanners. Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating	Comments
1 you electronically scan text/graphics following established procedures	yes no not observed	
2 scanned material is accurately inserted into a specified location	yes no not observed	
3 scanned material is edited and free of errors	yes no not observed	
4 scanned material is saved in an appropriate directory under an appropriate file name	yes no not observed	
5 you communicate information using a computer (Core Ability)	yes no not observed	
6 you select appropriate resources for the task (Core Ability)	yes no not observed	

Competency

Import files or images from CD-ROM

Linked Core Abilities

Demonstrate basic academic skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

In the workplace and/or your classroom, you will be expected to import files or images from CD-ROM. Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating	Comments
1 you import graphic from clip art CD-ROM file into a desktop publishing document	yes no not observed	
2 you crop and/or resize image imported from CD-ROM	yes no not observed	
3 you identify source drive of CD-ROM	yes no not observed	
4 you communicate information using a computer (Core Ability)	yes no not observed	
5 you create documents (Core Ability)	yes no not observed	
6 you generate new and/or creative ideas (Core Ability)	yes no not observed	

Competency

Create a computer-generated calendar

Linked Core Abilities

Demonstrate basic academic skills
Use effective personal and interpersonal skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

In the workplace and/or given a simulated situation, you will be assigned to create a computer-generated calendar(s). Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating	Comments
1 you use calendar software package to create a weekly calendar	yes no not observed	
2 you use calendar software package to create a monthly calendar	yes no not observed	
3 you schedule appointments using calendar software	yes no not observed	
4 you revise schedule as needed	yes no not observed	
5 calendars contain complete information	yes no not observed	
6 calendars contain accurate information	yes no not observed	
7 you print calendar	yes no not observed	
8 you communicate information using a computer (Core Ability)	yes no not observed	
9 you organize and maintain information (Core Ability)	yes no not observed	

Competency

Generate complex, multi-part documents

Linked Core Abilities

Demonstrate basic academic skills
Apply critical thinking and information processing skills
Relate to the complex interrelationships of systems
Work with a variety of technologies

Directions

In the workplace, you will be assigned to generate complex, multipart documents. Your competence will be assessed by your supervisor and/or your instructor. Carefully review the checklist as you prepare yourself for this important task.

Scoring Standard

For satisfactory performance of this competency *all* criteria must be met and checked "yes," unless the criterion was not demonstrated during this performance.

Scoring Guide

Criteria	Rating	Comments
1 you create document using integration	yes no not observed	
2 word processed document contains information generated from database, spreadsheet, and/or charting packages	yes no not observed	
3 documents contain complete and accurate information	yes no not observed	
4 documents meet mailability standards	yes no not observed	
5 you interpret information in documents (Core Ability)	yes no not observed	
6 you organize ideas (Core Ability)	yes no not observed	
7 you select resources for the task that are appropriate (Core Ability)	yes no not observed	

Learning Plans

Ethics

Problem Solving

Why This Skill Is Important

Ethics or morality pose questions about how we should act and how we should live. One poor decision could cost you your job or career. The purpose of this unit is to help understand and choose an ethical course of action in the workplace when faced with a variety of options. This learning plan addresses three core abilities.

Related Wisconsin Model Academic Standards for Business

G.BS.12, I.BS.1, J.12.1-9, J.12.11, J.BS.3, J.BS.7, J.BS.9, K.12.3, K12.12

Core Ability 1

Use effective personal and interpersonal skills

Core Ability Indicators

When your performance will be acceptable:

a. you demonstrate integrity and honesty

b. you choose the ethical course of action when faced with a variety of options

c. you meet expectations of clients or customer

d. you participate as a contributing member of a team

e. you use leadership skills

f. you are effective in teaching new skills to others

g. you work well with both men and women from diverse backgrounds

Core Ability 2

Apply critical thinking and information processing skills

Core Ability Indicators

When your performance will be acceptable:

a. you communicate information using a computer

b. you organize and maintain information

c. you recognize problems and problem situations

d. you propose plans of action to solve problems

e. you generate new and/or creative ideas

f. you acquire and apply new knowledge and skills

Core Ability 3

Relate to the complex interrelationships of systems

Core Ability Indicators

When your performance will be acceptable:

a. you recognize how social, organizational, and technological systems work

b. you operate effectively with a variety of systems

c. you select resources for a task that are appropriate to the systems

d. you work to solve problems that are identified within one of the systems

Learning Activities

_____ 1. Read a chapter assigned by your instructor on human relations.

_____ 2. Brainstorm ideas in a group and present ideas to class on what encompasses workplace ethics. Define ethics.

_____ 3. Listen to speaker; discuss ethics in the workplace.

_____ 4. Search the Internet for articles that relate to workplace ethics.

_____ 5. Review problem solving and how to make a decision.

_____ 6. Respond in a one-page summary to the USA Today article "Workplace Ethics Dilemma."

_____ 7. Discuss ethical course of action in cases provided by your instructor.

_____ 8. Choose a foreign country with a partner and present to class appropriateness of visitor behavior and how nonverbal cues have different meanings in different countries.

_____ 9. Find and summarize a recent article in any newspaper on workplace ethics. Indicate your course of action when faced with a variety of options.

_____10. Write guidelines on issues that relate to workplace ethics to be added to your job description manual for the new co-op trainee. Include e-mail, phone, time cards, Internet, etc.

_____11. Write a letter to a new co-op trainee to explain the importance of workplace ethics. Wish that person well as s/he begins the new venture.

Why This Skill Is Important

Problem solving and decision-making skills separate the adequate from the excellent employee. If you want to earn high income and be influential in your career field, learn to solve big problems and make important decisions. This learning plan addresses three core abilities.

Related Wisconsin Model Academic Standards for Business

A.12.5, A.12.7, A.12.8, A. 12.10-13, A.BS.10, E.BS.2, H.BS.1, J.12.1, J.12.7, J.BS.4, J.BS.6, J.BS.8, J.BS.11

Core Ability 1

Use effective personal and interpersonal skills

Core Ability Indicators

When your performance will be acceptable:

a. you demonstrate integrity and honesty

b. you choose the ethical course of action when faced with a variety of options

c. you meet expectations of clients or customer

d. you participate as a contributing member of a team

e. you use leadership skills

f. you are effective in teaching new skills to others

g. you work well with both men and women from diverse backgrounds

Core Ability 2

Apply critical thinking and information processing skills

Core Ability Indicators

When your performance will be acceptable:

a. you communicate information using a computer

b. you organize and maintain information

c. you recognize problems and problem situations

d. you propose plans of action to solve problems

e. you generate new and/or creative ideas

f. you acquire and apply new knowledge and skills

Core Ability 3

Relate to the complex interrelationships of systems

Core Ability Indicators

When your performance will be acceptable:

a. you recognize how social, organizational, and technological systems work

b. you operate effectively with a variety of systems

c. you select resources for a task that are appropriate to the systems

d. you work to solve problems that are identified within one of the systems

Learning Activities

_____ 1. Brainstorm situations that require individual and group problem solving (work, school, and personal).

_____ 2. Identify advantages and disadvantages to conflict.

_____ 3. Interview parent(s) and businessperson to determine techniques used in business for solving problems.

_____ 4. List several methods of consensus building.

_____ 5. Identify means of fact and data gathering.

_____ 6. Discuss several problems solving methods.

_____ 7. Identify steps in a problem solving method (e.g., decision-making matrix).

_____ 8. As a class or small groups, complete an example case study using the decision-making matrix method (or method of choice).

_____ 9. Complete your own case study using the decision-making matrix (or method of choice).

_____ 10. Complete business case studies, which analyze potential solutions and decisions.

_____ 11. Identify a problem at school. As a class, collect data, discuss, and present (written report and oral presentation) potential solutions to teacher, principal or appropriate committee.